

2020 Instructional Material Summer Review Institute

Review Team Appraisal of Title
(9-12 Spanish Language Arts)

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

Text Title	Galeria 2 Student Edition (HC)	Publisher	Vista Higher Learning
SE ISBN	9781543307542	TE ISBN	9781543307559
SW ISBN		Grade Level/Content	10-11 Spanish Language Arts

Core Instructional Material Designation (Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

Recommended
(90% and above)



Recommended with Reservations
(80-89%)



Not Recommended and Not Adopted
(below 80%)



Total Score - Below is the final score for the materials averaged between the team of reviewers.

Average Score

95%

Cultural and Linguistic Relevance Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

CLR Recognition



Average Score

98%

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

The materials reflect on culturally and linguistically responsive pedagogy by affirming students' backgrounds and setting high expectations for culturally and linguistically diverse students. The materials engage learners in different types of texts, including world related problems and diverse cultural perspectives. Usually at the beginning of each lesson, there is a question that connects the new content with what students already know from home or community. The teacher's materials provide instructional strategies for cooperative work in accordance with the level of language performance of the students. Throughout the program, students are exposed to different Spanish speaking regions, songs, and pictures selected with a culturally diverse criteria. There is no presence of Native American texts, but there are references to indigenous art and other native cultures. Teachers can use these resources to enhance their instruction and show value to this heritage, as a way to understand different cultural perspectives.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

The Teacher Edition includes diverse cultural perspectives by providing materials that recognize and value diversity (literature texts, video presentations, pictures, music, etc.). The Student Edition offers activities that allow students to express their ideas in various ways, such as presentations, talks, and forums. The materials integrate democratic values through cooperative strategies where all members of the group need to agree about role participation or content. Creative thinking is tied to student performance, when students write a poem or re-write a song. Social concerns are included in the topics, when students research bicultural identity or the effects of energy production on economy and environment.

Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.	
	Average Score
	93%
Materials align with grade level standards overall.	
<i>Statements of appraisal and supporting evidence:</i>	
The standards are clearly defined throughout the program and the material is aligned to meet the needs of 10th graders. The Galería 2 material offers comprehensive lessons for each standard with additional lessons and modifications for struggling or advanced students. All activities consistently teach to the Depth of Knowledge strategy and Bloom's Taxonomy. The lesson overviews explicitly discuss the role of the Spanish for Hispanic speakers.	
Materials align to reading standards.	
<i>Statements of appraisal and supporting evidence:</i>	
The reading standards are aligned throughout the program. The material provides resources that meet criteria related to literature texts, since students cite textual evidence to support analysis of the narrative, determine the central idea and details, and analyze the characters involved. Students understand figurative and connotative meanings and inspect how word choice affects the meaning and tone of the composition. Students understand the structure, order of events, and pacing of a story. The Teacher and Student Editions offer a selection of texts from the United States, in order to analyze a point of view or cultural experiences. The resources allow students to integrate various genres into particular artistic representations. Comprehension of different types of literature allows students to increase the complexity of their reading pieces. Hispanic texts, both literature and informational, are also provided to meet the New Mexico Content Standards for Spanish Language Arts. Students analyze and evaluate common characteristics of these Hispanic texts and cite evidence to support their examinations.	
Materials align to writing standards.	
<i>Statements of appraisal and supporting evidence:</i>	
The materials provide multiple embedded formative and summative assessments that align with 10th grade writing standards. The Teacher and Student Editions offer clear and measurable learning objectives in the lessons. Students write and compare language and culture, ensuring that they are inclusive and student-centered. Students complete a Venn diagram with examples, share their findings with their classmates, and relate the topic with their personal experiences. Students create, write, and present chapters of novels and use a variety of words, transition phrases, and adverbs. Students utilize the rubric that includes content, organization, language structures in the writing and technical aspects of their presentations. Through projects and essays, students apply the material in specific themes. These assignments show superior complexity, because students are asked to organize, describe, and apply information in writing using different sources, as well as relate the content with their own experience.	
Materials align to speaking and listening standards.	
<i>Statements of appraisal and supporting evidence:</i>	
The Teacher Edition provides meaningful material that meets the speaking and listening standards by focusing on academic discussion in one-on-one, small group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems. The materials also align to speaking and reading when students evaluate complex information and ideas through media.	
Materials align to language standards.	
<i>Statements of appraisal and supporting evidence:</i>	
The materials are aligned to the language standards because they teach knowledge and appreciation of Spanish lingo throughout the resources offered. The Teacher Edition provides a variety of activities where students reflect on their word, syntax and punctuation choices, in order to express and achieve certain functions and rhetorical effects. Resources given within the textbook help students find the meaning of words/sentences by analyzing how they are part of a more extensive composition. Student publishing presents the occasion to incorporate new vocabulary and use it in independent presentations.	
Materials align to New Mexico content standards for ELA.	
<i>Statements of appraisal and supporting evidence:</i>	
The materials are aligned with New Mexico Content Standards. The materials guide students in analyzing and evaluating significant works that include various Hispanic and Spanish writers, artists, and poets. There are some Native American conversations, but no specific authors were found. However, the materials ask students to write and compare language and culture, ensuring that they are inclusive and student-centered. The Teacher Version provides differentiated instruction strategies to meet the needs of all students, including below proficiency and advanced learners, in Level I, Level II, and Level III. Finally, lesson plans and activities can be customized to meet the needs of different student populations by using the integration of abilities and by providing opportunities to relate the content to personal experience.	

SLA Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score

98%

Materials provide a selection and range of high-quality texts worthy of students' time and attention, exhibiting exceptional craft and thought and/or providing useful information.

Statements of appraisal and supporting evidence:

Galeria 2 de Lengua y Cultura challenges students to increase their knowledge of vocabulary, literature, and culture. This material provides relevant information that can be applied in their current situations and in their everyday lives. The materials provide a selection of rich and well-expressed texts, representing Hispanic literature (Nuestra identidad bicultural, La casa en Mango Street, Movimiento) and informational text, diversified by genre and subject matter. The pacing guide is organized so students demonstrate their knowledge and understanding through comprehension activities, while presentation exercises suggest that they are connected with the topic of the literature work.

Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text.

Statements of appraisal and supporting evidence:

Galeria 2 de Lengua y Cultura offers high-quality text-dependent and text-specific questions. The assignments are well thought out, because they help students understand and comprehend the material covered in the lesson. The Depth of Knowledge and Bloom's Taxonomy are used throughout the materials, encouraging students to use a higher order of thinking in all responses and presentations. The scope and sequence chart focuses teachers and students on specific questions, ideas, and details, so that objectives of the lessons are known.

Materials provide scaffolding and supports to enable students' learning of English language arts.

Statements of appraisal and supporting evidence:

Teachers have the opportunity to support individualized learning activities and classwork by creating a group learning environment. There are opportunities to develop assignments in sequence, based on the level of language acquisition and content. The materials are suitable for students with a variety of knowledge levels, and there are alternative assessments for English language learners. Students describe, research, analyze, compare, and apply content. The "Practica" section supports teachers in accommodating assignments based on levels of language acquisition.

All Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Average Score

99%

Materials are coherent and consistent with the high school standards that all students should study in order to be college and career ready.

Statements of appraisal and supporting evidence:

All components of the standards are addressed through the eight modules and online materials. The materials are consistent with high school standards that all students should study to go to college and be career ready. The content aligns with World Languages standards and guides students in analyzing and evaluating significant work that is fundamental for college preparation and career preparation. The Student Edition allows students to make interdisciplinary and cultural connections, as well as relate the information to their research and personal experiences.

Materials are well designed and take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

The structure and pacing of the materials is competently selected. The Teacher Edition presents a content chart and standards alignment with the activities at the beginning of each module, which helps with content progression. The program offers clear and measurable learning/language objectives and opportunities for differentiated instruction through 'Aprendizaje Universal' and 'Aprendizaje Cooperativo' strategies, where students are divided into 'Nivel I-II-III' according to their level of performance. An intentional sequence is integrated within the book to help students understand new content through exercises and presentations. The layout of the materials is consistent and enhances the learning experiences. It includes pictures, charts, glossaries, audios, maps, and graphic organizers.

Materials support teacher planning, learning, and understanding of the standards.

Statements of appraisal and supporting evidence:

The Teacher Edition contains a standards alignments document, including a Curriculum Map, which integrates language skills to the modules, topics, various oral and written texts, and activities. Each unit supports teacher planning by integrating common standards in each lesson. The Teacher Edition provides opportunities, annotations, and suggestions for teachers to develop their teaching practices and adapt them to meet the needs of different student populations. Materials include guidelines for assessments, such as rubrics, which support teacher understanding of the standards and the best practices that integrate reading, listening, speaking, and writing.

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.

Statements of appraisal and supporting evidence:

The Teacher Edition offers tools and resources to support teachers with the standards. However, the Student Edition keeps the students on track to follow the objectives of the lessons, but not the standards. Consistent formative assessments, in areas such as comprehension, vocabulary, grammar, and literature activities, help students and teachers know if it's time to move to the next level. Throughout the lessons, standards charts help connect the activities with the standards, so that the teacher can track student progress and accomplishments.

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Statements of appraisal and supporting evidence:

The materials include a SmartCenter tool, where students and teachers find online resources compatible with multiple internet browsers. This information can be accessed on multiple platforms, such as iOS or Windows. Students access these materials from their cell phones, personal computers or tablets. Some media assets are regional presentations about a certain Spanish speaking region, art and music videos, or audiovisual presentations. Throughout the program, students are encouraged to look for information or create displays using technology. The SmartCenter platform allows teachers to customize their assessments, and these can be administered online.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The materials provide visual representations, vocabulary, and word lists to support students' understanding and individual learners. There are opportunities for teachers to differentiate instruction that is tied to language objectives. Activities provide integration of reading, speaking, listening, and writing skills. These assignments allow students to demonstrate their understanding of the language by answering comprehension questions, completing graphic organizers, creating interviews, writing essays, among other performance assessments.

Materials give all students extensive opportunities and support to explore key concepts.

Statements of appraisal and supporting evidence:

The materials give the students the opportunity to increase their knowledge of vocabulary, text comprehension, and written expression. Students have opportunities to improve their writing skills by learning how to use words, phrases, and clauses to link their real life experiences and turn them into their writing assignments. Between the small group instruction, digital resources, and whole group instruction, students have multiple opportunities to explore the standards on a variety of different levels.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials reflect on culturally and linguistically responsive pedagogy by affirming students' backgrounds and setting high expectations for culturally and linguistically diverse students. The materials engage learners in different types of texts, including world related problems and diverse cultural perspectives. Usually at the beginning of each lesson, there is a question that connects the new content with what students already know from home or community. The teacher's materials provide instructional strategies for cooperative work in accordance with the level of language performance of the students. Throughout the program, students are exposed to different Spanish speaking regions, songs, and pictures selected with a culturally diverse criteria. There is no presence of Native American texts, but there are references to indigenous art and other native cultures. Teachers can use these resources to enhance their instruction and show value to this heritage, as a way to understand different cultural perspectives.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The Teacher Edition includes diverse cultural perspectives by providing materials that recognize and value diversity (literature texts, video presentations, pictures, music, etc.). The Student Edition offers activities that allow students to express their ideas in various ways, such as presentations, talks, and forums. The materials integrate democratic values through cooperative strategies where all members of the group need to agree about role participation or content. Creative thinking is tied to student performance, when students write a poem or re-write a song. Social concerns are included in the topics, when students research bicultural identity or the effects of energy production on economy and environment.

Reviewers' Professional Summation - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 16

Background and experience:

I have been teaching for 16 years, most of them in the high school classroom. I teach Spanish Language Arts (I-IV), AP (Advance Placement) Spanish Language and Culture, and Literature and Culture. I hold a Level III Teaching License K-8 Elementary License and a 9-12 Secondary License with endorsements in Bilingual Education, TESOL, Gifted Education, Modern and Classical Languages, Psychology and Reading. Recently, I achieved my Level I Educational Diagnostician Level Pre K-12. I hold a Bachelor of Arts in Teaching English as a Second Language, a Bachelor of Arts in Hearing and Language, a Bachelor of Arts in Speech Language Pathologist and a Master's Degree in Psychology. All of these studies were done in Spanish Language.

Professional summary of material:

Galería de Lengua y Cultura 2' has an effective curriculum that addresses all standards. The materials incorporate many different components that display a good instructional sequence at the high school level. This is particularly helpful for differentiated instruction, since most of the activities are divided into three levels of performance. Spanish Language Arts Common Core State Standards are clearly referenced at the beginning of each lesson and easy to find throughout the text. A vocabulary connection with Social Studies and Science is integrated throughout the text. The resources provided in the online materials (SmartCenter) allow for students to practice from any device, and for teachers to assign activities or customize assessments that can be administered in the same way. Real world issues and personal experiences are included in the activities as presentations or group discussions. The pacing guide gives a realistic view of the school year for both traditional and block scheduling. The resources for building vocabulary are numerous. There is a strong emphasis on Culturally and Linguistically Responsive pedagogy within the text, with multiple resources that include diverse cultural perspectives. The rubrics at the end of self-assessment or presentations are connected with the learning goals. I would love for the book to have some examples of classic Hispanic Literature. Some of the presentation activities would be really complicated, especially for the student that doesn't write or read at an appropriate level. Grammar and 'ortografía' lessons are well crafted, and most of the activities are divided according to levels of student performance. It supports all levels of learning with effective student engagement and higher order thinking skills throughout. This is a great text to use to support your Spanish heritage students program.

Reviewer #: 17

Background and experience:

Overall, 20 years of teaching experience in various settings and courses ranging from English as a Second Language, Spanish, Intercultural classes, AP (Advanced Placement) Spanish Language and Culture, and IB (International Baccalaureate) courses in Spanish. I hold a level III 6-12 Secondary License with endorsements in English Language Arts, Modern and Classical Languages, TESOL, and Bilingual Education. I hold a Bachelor of Arts in English Language and Literature with an emphasis in Education and a Master's Degree in Gender and Cultural Studies with a major in Social Science.

Professional summary of material:

Galería de Lengua y Cultura 2 provides high-quality material and an ample opportunity to develop a culturally meaningful approach. Themes are rich in diversity and are related to identity, human geography, emigration, feelings and emotions, economy and the planet, science, and technology. Materials attend to the full intent of the content contained in the Common Core Standards, and they are coherent and meaningful. Each topic offers world and regional literature, oral and written texts. There is evidence that the material is coherent with New Mexico Standards and allows teachers to scaffold and adjust their lessons. For those students who read below level or are English Language Learners, the Teacher Version provides strategies to support them. However, the teacher will have to direct those opportunities to differentiate instruction, because the Student Edition does not present those alternatives. The digital material is accessible, and the Platform includes opportunities to assess student understanding and knowledge, provide direction, and enhance student learning at individual paces.

Reviewer #: 18

Background and experience:

I have been teaching in the public schools for 17 years. I have taught grades K-6 in all content areas and grades 9-12 in Spanish, English as a Second Language and AP Spanish Language and Culture. I hold a level II K-8 Elementary License and K-12 Specialty Area License with endorsements in TESOL, Modern and Classical Languages, Bilingual Education, Language Arts and Reading.

Professional summary of material:

I believe the Galería 2 de Lengua y Cultura material is of high quality and has significant cultural relevance. The textbook provides the appropriate level of resources for hispanohablantes and for students learning the language of Spanish. The book is appropriately sequenced. It provides relevant information for students to learn at different levels and is sufficiently varied to meet the diverse learning needs of all students.